



Diversity & Inclusivity within the Reinwardt Academy

Plan of Action August 2022

Diversity and inclusivity are inextricably linked to learning and thinking about heritage. The Reinwardt Academy (RWA) wants to demonstrate that we stand for multivocal perspectives in education and research, as well as at the organisational level and through the academy's external engagement with the world. Rather than ticking the boxes or finding quick fixes, we want a durable integration of diversity and inclusivity at all levels in our academy. Sustainability and technology are also central themes in RWA's policy. These three themes are considered together as much as possible. Thus, the Research group Cultural heritage works on researching frameworks for action on issues related to inclusivity, diversity, sustainability, and technology - providing analysis, insight and embedding.

We are making progress. We are doing a lot, but still not enough. Moreover, what we are doing is not always sufficiently visible to our students, staff and the outside world. In this action plan, we provide an overview of recent initiatives and results and formulate concrete action points. It is a living document, which means that every year we consider what we have done and what we want to achieve in the coming year.

Creation of this document

The conversation about diversity and inclusivity within the RWA is informed by social developments and current events. In 2019, alumna Guinevere Ras was asked to provide an opinion on the place of inclusivity and diversity within the RWA.¹ Her findings and advice contributed to put these issues at the heart of RWA policy.²

In response to Black Lives Matter in 2020, a series of 'meet ups' were organised for staff and for students.³ These meetings yielded many suggestions for increasing diversity and inclusivity within the RWA. Recent undergraduate alumni contributed as junior staff during the 2020-2021 academic year to incorporate these suggestions into an initial plan of action.⁴

A RWA diversity and inclusion working group consisting of students and staff was established in June 2021.⁵ The working group advises the academy's director and management team on increasing diversity and inclusivity within the RWA. Members of the working group contributed to this version of the action plan. They also play an important role in monitoring the measures described in this action plan: they keep abreast of relevant developments and sound the alarm when necessary.

¹ Guinevere Ras, *Adviesrapport Diversiteitsbeleid RWA*, March 2019. See: www.meerstemmigheid.nl

² *In Beweging. Beleidsplan 2019-2024*. Reinwardt Academie.

³ The meet ups for students were led by alumni Noa Bawits. Reports were made by alumnus Pieter Hogekamer.

⁴ These junior staff members were: Noa Bawits, Jana Sevenhuijsen and Winnie Conradi.

⁵ Student members: Edy Wassink (4th year) and Julie Zimmerman (3rd year), staff members: Marlous van Gastel and Marjan Otter and Management Team member Joke Bosch. Expanded in December 2021 with two new student members: Skye van Doorn (1st year) and Kaez Tjoe-Fat (2nd year).

Definitions

Within the Reinwardt Academy we subscribe to the code *Diversiteit & Inclusie*.⁶ This code contains definitions that clarify what the cultural and creative sector understands by diversity and inclusion. These definitions also form the starting point for related thoughts and actions within the Reinwardt Academy.

Diversity

The code uses the term diversity to indicate that people differ from and agree with each other on a range of visible and invisible characteristics. Diversity is a given. People differ from each other. Differences impact each person's opportunities and position in society. They guide our behaviour and thinking. Not everyone is always aware of this. Differences always play a role in combination with each other. Identity formation takes place through the unique combination of these differences.

Inclusion

The term inclusion refers to how to deal with differences and similarities. The power and benefit of diversity is utilized when every individual's uniqueness is recognised, acknowledged and welcomed. For this we must learn to appreciate each other, not despite, but because of our differences and similarities.

Another way of describing diversity and inclusion: diversity refers to all (changeable and unchangeable, visible, and invisible) aspects in which people differ from and are similar to each other, and inclusion refers to the way differences and similarities are dealt with: does everyone feel welcome, engaged (belonging), recognised and valued for who they are?⁷

Policy

In the RWA policy plan 'In Motion', inclusivity is named as a central theme, alongside technology and sustainability:

"The Reinwardt Academy agrees with the following premise, described as part of the AHK's diversity policy: 'From an inclusive approach, the AHK wants to offer equal opportunities for everyone with talent because the presence of people with different backgrounds creates new ideas, new perspectives and new stories and therefore contributes to creativity and innovation'.⁸

The RWA pursues inclusivity policies due both to its social responsibility as an educational institution and the civic role heritage professionals play in society. The academy aims to provide space for multivocality and plurality. Such plurality may relate to gender, ethnicity, age, sexual orientation, politics, disability, social and cultural background, and system of belief. The academy aims to reflect the diversity of society, in the city of Amsterdam, nationally and internationally. Diversity ensures that students are well prepared for a diverse, national, and international professional field.

To this end, the Advisory Committee of the RWA in 2022 is composed of external experts from diverse backgrounds.⁹ The Reinwardt Academy embraces an approach in

⁶ www.codedi.nl

⁷ Shore, Randel, Chung, Dean, Ehrhart & Singh, 2011; Van der Zee & Van Oudenhoven, 2006.

⁸ AHK Strategic Plan 2018-2023

⁹ See: <https://www.reinwardt.ahk.nl/de-academie/organisatie/>

which identifying, appreciating, and utilising similarities and differences is central. Not only as regards the composition of the population of students and staff but also the extent to which there is a culture in which everyone feels at home and valued. It also concerns the content of the study programme in which attention is paid to a diversity of sources and examples and the development of intercultural sensitivity. Considering all this, we distinguish four areas: curriculum content, staff, student population and learning environment.

Curriculum content

There is a structural focus on diversity and inclusion within the undergraduate and graduate curricula. This is only logical given that heritage is the subject of study. Two examples: in the master's programme, which is designed as an international classroom, there are four sessions on intercultural communication every year. These involve skills that are important to ensure that everyone can feel safe, both in the classroom and in the workplace. In the first year of the bachelor's programme World History is taught using the theme 'heritage & food'. This covers, among other things, mechanisms of exclusion and appropriation.

There is still more that can be done within education and the D&I working group has advised that this should be prioritised. This concerns the subjects of the lessons, examples that are given, literature selection, the choice of guest speakers, students' freedom of choice in choosing assignment topics, the space available during lessons for interaction and discussion, and the way in which the conversation between teachers and students takes place.

In line with this, two student members of the diversity and inclusion working group conducted a workshop during a meeting for all teachers on how teachers can implement diversity and inclusion within their teaching. Following this, the working group took the initiative to write a 'Handbook on Inclusive Education'. Distributed via Teams, the handbook can help teachers make more intentional choices during their lessons by asking questions and paying extra attention to diversity and inclusion themes.

The working group also advised on suitable Bias Awareness training for teachers and non-teaching staff. Due to their work in the heritage sector, several staff have already attended training courses or workshops. Their experiences and recommendations will be used when choosing a training course.

A reading list of relevant diversity and inclusivity publications has been created in the RWA's media library.

Student population

The AMHS master's programme student population is very diverse. This is partly due to the explicit commitment to a diverse student body within an 'international classroom'. Unfortunately, due to the lack of full-coverage scholarships, the representation of students from the global south is extremely limited. The student population of the Bachelor of Cultural Heritage is less diverse. To achieve a more diverse intake in the bachelor's programme, several initiatives have been undertaken and several initiatives are in the pipeline. These are listed below:

Study choice check and introduction

Since February 2020, the new, compulsory study choice check consists of questionnaires suitable for a broader student population (including students who are less proficient in Dutch).¹⁰

An introduction programme aimed at making all students feel at home within the Reinwardt Academy is organised for new bachelor's students. This programme involves cooperation with the study association Depot and current student representatives.

Since 2021-2022, the RWA has offered specialized tutoring for students who need it. The application process is via the deans. We see this as a way of responding to differences in learning styles and thus broadening the quality of our educational offerings.

For students (and staff) who need a low-stimulation environment, reflection or prayer, there is a quiet room set up on the first floor of the RWA.

Education and recruitment

The RWA's Instagram account has been upgraded recently, with special focus on content creation by and from students and alumni. As a result, the content and subjects are more inclusive and diverse.

A flyer is being created for high schools and MBO college deans and students, explicitly taking into account schools with mixed student populations.

The images on the RWA website still too often show exclusively white people. An inventory has been made of the RWA's image bank and the images that convey diversity and inclusiveness. In addition, a number of new images are being created.

The texts on the website have been screened by a text editor with attention to (unconsciously) exclusionary language. Since acquiring a web application Texamen to measure the language level of a text, we keep our online communication accessible and thus inclusive.

Staff targets

To increase diversity in the composition of the workforce, the Executive Board and directors of the academies have set a target figure for the recruitment and selection of new employees. In the case of vacancies, 25% 'diverse' will in principle be filled in the coming years.

When filling vacancies, the first step is to look at the composition of the team/department/the environment of the intended new employee. On this basis it is then determined how and with what input the diversity of the team can be increased. Diversity then refers to gender, age, sexual orientation, disability, and social, cultural and philosophical background in addition to ethnicity/colour.

Given the composition of the AHK's current workforce, it is expected that in the coming period much attention will be paid to increasing diversity by hiring people of colour and/or from bi-cultural backgrounds.

¹⁰ The revamped undergraduate programme includes a focus on skills education for students who need it.

Targets

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Given the current composition of AHK staff, it is expected that in the coming period a lot of attention will be paid to increasing diversity by filling vacancies with people of colour and/or with a bi-cultural background.

The Rooney Rule

Over the past years at the RWA we have already achieved this target. Partly through the application of the Rooney Rule, which originates from the sports world and states that for every vacant position, at least one person from an (ethnic) minority background is invited for an interview.¹¹ In the past three years, this rule has been successfully applied to open RWA vacancies: the workforce has become more diverse.

Inclusive recruiting

In early 2021, RWA employees who regularly conduct job interviews attended an 'inclusive interviewing' training course with the agency Dander (www.dander.nl). The aim of the training was to become more skilled in conducting selection interviews while being mindful of unintentional exclusionary mechanisms. A manual and format for vacancies has been made available and will be used as standard within the RWA.

Warm welcome

To orient new employees and make them feel at home, an onboarding programme was launched in 2022. This involves not only practical matters, but also inclusiveness: we want to be an academy where all employees feel welcome and at home. In addition to introduction meetings and an onboarding document with a clear who-what-where, a video is in the works with a tour of the building and an introduction to new colleagues.

Training/promotion of expertise

A number of staff have attended trainings in the field of inclusivity or diversity at ECHO or similar organisations. We want to continue this and make it possible for all staff. The D&I working group has given suggestions and another option is the AHK's online training offer, Good Habitz, which is accessible to all staff.

Learning environment General action points and/or initiatives

Caspar Reinwardt

¹¹ See: <https://www.werf-en.nl/gebrek-aan-diversiteit-rooney-regel-helpt/>

Several years ago, a student hung an A-4 next to the painted portrait of Caspar Reinwardt in the hall of the academy. It was an excerpt from the book *Roofstaat* [Robber State] by Ewald Vanvugt (2015) in which it becomes clear that Caspar Reinwardt, as a botanist, was the product of the colonial era.¹² This context was already available on the RWA website, but the information provided in the building was, until that time, sparse or lacking. With the help of the student (now alumnus) who took this initiative at the time, this information has been supplemented. The process that led to this is illustrated through an (online) road map.

The question of whether 'Reinwardt Academy' is an appropriate name for an educational institution that gives high priority to D&I has repeatedly been the subject of discussion in recent years, including during the meet ups mentioned earlier. Opinions vary, both among staff and students. The road map mentioned can serve as an impetus to continue this conversation.

***Erfgoedarena* [Heritage Arena]**

In 2019-2020, two curators were recruited to program the RWA Heritage Arenas. This recruitment sought curators who embrace and promote the importance of D&I. This was achieved with curators Dyonna Benett and Lina van den Idsert. D&I was natural part of the several Heritage Arenas and Reinwardt lecture which they organised. Not simply as regards the topics under discussion, but also in the choice of guests and presenters.¹³

Dyonna and Lina handed over their curatorship after 2020-2021. In recruiting the new curator, demonstrable experience in D&I was again a requirement. This was achieved with curators Carlien Lammers and Justin van den Berg. From 2022-2023, the organization of the heritage arena will once again be in the hands of an alumna: Daphne Veendorp.

Gender-neutral toilets

From March 2020 the Reinwardt Academy has gender-neutral toilets. Namely, the images of a male or female figure on the doors have been removed. In addition, a sanitary waste bin has been placed on each toilet. A next step is the installation of free menstrual products.

Research and emotion networking

The Research group Cultural heritage, led by Hester Dibbits, investigates how heritage professionals can contribute to a more sustainable and inclusive society through their interventions in heritage issues (<https://www.reinwardt.ahk.nl/lectoraat-cultureel-erfgoed/>) The research is based on the conviction that 21st-century citizens benefit from understanding the interplay of interests and emotions surrounding traditions, museum collections and old buildings. Understanding the dynamics of heritage formation makes you 'heritage wise'.

Heritage wisdom is the set of competences that enables people to relate to heritage in a critical manner and to engage in a dialogue about it. By having an eye for the social dynamics surrounding heritage and one's own position within it. Heritage wisdom is not only an important competence for the professionals the RWA educates, but for all of us.

¹² Ewald Vanvugt, *Roofstaat. Wat iedere Nederlander moet weten*. 2015.

¹³ See: <https://www.reinwardt.ahk.nl/actueel/erfgoedarena/>

To achieve a heritage wise society, Imagine IC and the Reinwardt Academy have developed a new method: emotion networking. Emotion networks are the diverse feelings people have about a heritage item, which can sometimes clash considerably. But emotion networking is also a verb. It is an exercise that provides insight into the complex interplay of emotions and interests around heritage (www.emotienetwerken.nl). This method is used regularly within undergraduate and graduate education: in all academic years and in diverse ways.

In recent years, Hester has organized a series of meetings for staff entitled 'Heritage wise in 15 minutes.' By now, heritage wisdom is addressed in different elements within the education of the bachelor's and master's programmes. The methodology of emotion networking is further developed in numerous projects together with teachers, students and professionals. The results of these projects are being incorporated into a framework for action for the 21st-century RWA heritage professional.

House style

In 2020, design agency Studio Colorado (www.studiocolorado.nl) was asked to revamp the RWA's house style, considering the established AHK frameworks (colour, font, logo). The brief identified 'movement, change and connection' as important terms when it comes to heritage and that they should be reflected in the house style. We worked on a style guide that would accommodate a wide range of expressions conveying the diverse and inclusive organisation the RWA aspires to be. We now have a style guide for rules and guidelines for visual expressions and a toolkit with various work files in our corporate identity to visually align education with the academy's brand identity.

AHK Diversity and Inclusion Steering Committee

At the AHK level, a D&I steering committee is active under the chairmanship of Executive Board member Annet Lekkerkerker. The RWA is represented in this steering committee by director Nel van Dijk. Next to exchanging knowledge and experiences, concrete actions are taken, including the diversity scan executed by the Vrije Universiteit. A RWA employee is represented in the AHK Circles for inclusivity and diversity.

Diversity scan

A diversity scan was carried out by the VU in 2020. In April, the researchers reported the Reinwardt Academy's results to the MT and a number of staff members. The results were then shared with all RWA staff. The recommendations have been incorporated into this Action Plan.

AHK Culture Club

At the Marineterrein, the AHK offers opportunities for collaboration within interdisciplinary groups. For example, in the Arts & Society programme, alumni from different academies develop their professional careers by exchanging and learning from each other. The RWA actively participates in this programme.

Monitoring and evaluation

We measure our staff and students' satisfaction with the attention to diversity and inclusivity within the academy in several ways:

- via the updates and recommendations of the RWA diversity and inclusion working group
- via educational evaluations, at subject, year and curriculum levels (NSE)

-via the AHK-wide employee survey.

The results of the employee survey 2021 demonstrated that employees see that attention is paid to inclusivity and diversity. This is appreciated, but the attention should be permanent and can be increased and expanded. With the initiatives described in this action plan, we hope to take some steps in the right direction.